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RESEARCH ON USE AND VALUES OF FOREIGN LANGUAGES FOR INSTRUCTION AND STUDY IN THE SOCIAL SCIENCES. POLITICAL SCIENCE AND INTERNATIONAL RELATIONS, NO. 3.

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TRAINING AND EXAMINING TECHNIQUES WERE STUDIED TO BUILD AND UNIFY LANGUAGE AND PROFESSIONAL COMPETENCIES OF FOREIGN SERVICE TRAINEES (FOR BOTH GOVERNMENTAL AND NONGOVERNMENTAL FOREIGN OCCUPATIONS). STUDENT ASSISTANTS WERE ASSIGNED TO OPERATE RECEIVING AND RECORDING EQUIPMENT, AND TO MAINTAIN A CROSS-INDEX FILE SYSTEM TO FOREIGN LANGUAGE PERIODICALS. CONSULTANTS AND EXPERTS WERE CALLED UPON FOR SPECIAL SERVICES RANGING FROM PREPARATION OF EXAMINATION QUESTIONS AND EVALUATION OF ORAL AND WRITTEN LANGUAGE EXAMINATIONS, TO SURVEYS OF MATERIALS FOR ACQUIRING AND PROGRAMING FOREIGN LANGUAGE USE IN POLITICAL SCIENCE-INTERNATIONAL RELATIONS CLASSES. OTHER PERSONS CONSULTED INCLUDED LANGUAGE SPECIALISTS FROM THE U.S. DEPARTMENT OF STATE, THE UNITED NATIONS, AND MANY FOREIGN EMBASSIES. THE RESULTS INDICATED REASONABLE PROGRESS TOWARD AN IMPROVED POLITICAL SCIENCE-INTERNATIONAL RELATIONS CURRICULUM. (RS)

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--RESEARCH ON USE AND VALUES OF FOREIGN LANGUAGES FOR INSTRUCTION AND STUDY IN THE SOCIAL SCIENCES

(Political Science and International Relations)

Contract No.: SAE-8334

Date of Report No. 3: 1 December 1961

The research reported herein was performed pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare.

Term: 15 June 1959 - 30 June 1962

Report Period: 2 December 1960 - 1 December 1961

BACKGROUND

In 1954, a pilot foreign language program was introduced by the Principal Investigator, Dr. Brownlee Sands Corrin, in Political Science and International Relations at Goucher (a four-year undergraduate college).

The necessity for such a program had a double origin. First, a belief based upon considerable incontrovertible evidence that the United States could neither meet its responsibilities in world affairs nor implement its objectives or interests in public or private ways through governmental or non-governmental organizations unless its representatives and other personnel could analyze, evaluate, and communicate in languages other than English without the barriers of intermediary interpreters and translators. And second, that majors and other students in the disciplines of political science and international relations, potentially professional persons, who would be directly involved in the conduct of international affairs: 1) were unable, in a majority of instances, to make effective use of their required foreign language training in these disciplines; 2) were failing to acquire a necessary awareness and sensitivity for attitudes, interests, and

forces present in those countries whose major oral and written language was other than English; and 3) were unprepared to continue with graduate study or enter professions which possessed a requirement (mostly unfulfilled) of foreign language competence. Additionally, it was noted that library and other facilities to permit foreign language and content capacity in these fields was minimal, and that instructors in language as well as in political science and international relations were not in a position to interweave foreign language materials in the two disciplines into their courses.

One obvious conclusion was drawn from these two points of reference: that ways had to be found to unify foreign language and professional competence at the professional training level. The pilot program was designed to determine if this reasoning was sound; whether, in light of knowledge acquired, a larger-scale program would be justified; and what forms, if any, the latter program might best assume.

With positive results, and a program based upon then available knowledge, a research proposal by the Principal Investigator was awarded a contract in June 1959. Its immediate objectives are listed below.

REVIEW OF RESEARCH PROGRAM

International Relations Major

1. Require specific foreign language readings in the field by the Committee.

2. Provide for one aspect of <u>formal</u> area study (knowledge of a world area includes: language; literature; economic, social, and political structures and interests; geography; art and music; and technological development) by the major student. Up to the present, an area study has not existed in the curriculum.

3. Require a degree of oral fluency in the foreign language by the student in the subject area of her major.

4. Provide for examination, oral and written, of students offering languages not in the College curriculum.

5. Provide advice and assistance to students offering languages not in College curriculum which would permit attainment of their language objectives at Goucher College.

6. Expand foreign language holdings of the College library in the field of international relations to the levels necessary for adequate fulfillment of requirements.

7. Develop tape library of political commentaries on foreign and international affairs by foreign statesmen using languages other than English.

Political Science Courses

1. Expand foreign language holdings (e.g., particularly periodicals) in Library to provide adequate pertinent and contemporary area materials at different levels of reading difficulty in the more popularly elected languages, and minimum material for the occasionally elected language.

2. Develop an index of available foreign language publications for use at College by language, country, and governmental subject.

3. Provide for student assistance to aid in selection of materials for students and evaluation of their work.

4. Develop contemporary foreign language holdings on American government to permit employment of foreign languages in American Government courses.

5. Develop tape library of political commentaries on domestic affairs by key figures in Latin America, France, Germany, and the USSR, initially, for use in classroom and Library.

6. Provide for occasional classroom lecturers in more popularly elected foreign languages with subject area competence in political science.

Report

1. Subject raw data on pilot and expanded program to statistical analysis.

2. Isolate, if possible, the most effective criteria (e.g., language placement tests; quality and level of course work in language; subject knowledge of geographical area, government in general and that of the particular country; practical experience, etc.) for determining foreign language level of competence (oral and reading) in social science field.

3. Make a study of graduates of the program to ascertain its value to alumnae as adults and to their role in American society; and to identify strength and weaknesses of the program, the study to be based upon questionnaires and interviews with alumnae and employers.

4. Subject the findings to evaluation and publish the results.

CURRENT ACTIONS UNDER PROGRAM

Evaluation of Language Competence and Field Training

1. The College requires all students to meet a foreign language requirement which is (as a minimum) two quarters of language training in a language taken in high school or five quarters of a language started at the College level. The question arises (for the

graduate as well as undergraduate institution) at what level to place the student for previous courses are of uneven quality and mere course completion does not indicate a level of competence. Therefore, the Modern and Classic Language Department here has developed the following placement program:

a. Tests

Freshmen students take the written Achievement test in the foreign language offered in high school (unless they elect to start a new language) or present their test scores if they were taken no earlier than the Spring of that year. The Department has developed (after long trial) a placement procedure which stands for the moment (is reexamined frequently) as follows:

Test Score	Course Placement
349 - 407	100 - 1st Quarter, elementary level
408 - 462	101 - 2nd " " "
463 - 520	102 - 1st " intermediate level
521 - 649	103 - 2nd " " "
650 - 800	200 - literature level.

b. Tests

Students then are given an oral examination in the language by the Language Department. In theory, the oral exam moves from the easy to difficult and it includes thirty questions.* The placement method for this exam is as follows:

No. of Questions Correct	Course Placement
0 - 10	100 - 1st Quarter, elementary level
11 - 15	101 - 2nd " " "
16 - 20	102 - 1st " intermediate level
21 - 25	103 - 2nd " " "
26 - 30	200 - literature level.

c. Tests

The two test results are examined together. As a general principle, students are finally placed at the level indicated by the oral exam. If, however, a student places in the 600 - 800 category on the first test and in the 0 - 10 category on the oral, final placement will be at the intermediate level. The reason for giving guiding force to oral results is that (based upon experience) the student cannot successfully complete course work in the Language Department at any level if she does not have oral capacity at that level (the Language Department teaches in the language - not in English - and gives heavy weight to oral skills).

*See Appendix I.

Political Science and International Relations thus have this background data together with grades and comments from professors on language course work completed at Goucher. An estimate of capacity is now being made on all students entering these disciplines as majors since we require the Political Science major to demonstrate a reading knowledge in the field in a foreign language, and an International Relations major to demonstrate oral, reading and writing competence in the field in a foreign language.

If potential majors do not appear to have adequate capacity, we advise them (depending on the record) either that they should select another major or that they have a deficiency which will prevent their graduation unless they take appropriate remedial work and demonstrate competence.

Language competence of majors is determined finally by written and oral examination. The written part is included in the general two-day senior comprehensive examination.* It presents its difficulties in preparation and evaluation, requiring either high language competence among staff members in Political Science and International Relations or cooperation with the Language Department. The same questions must be prepared for each language offered (normally French, Spanish, German, and Russian). The oral examination is of 20 - 30 minutes duration and is conducted by a member of the Language Department with a staff member from Political Science or International Relations present who may participate or not as he desires. The subject matter and a list of possible questions with a sketch of answers is furnished the Language Department examiner. The examination takes place around a conference table, begins with ordinary conversational questions and then moves quickly into the discipline, considering, for example, the recently signed convention on diplomatic privileges and immunities. Evaluation of competence here is based upon aural comprehension, capacity to articulate in the language, whether the student's accent would be at least understandable to the person who possesses the language as a native tongue. We've noticed one side effect of a required oral - a smaller number of persons come into the I.R. major electing German. We think this is due to two reasons: 1) German presents some greater difficulty in the I.R. field; and 2) the teaching of German here is confined more to literature.

In the period between acceptance of the student as a major and final determination of competence, the major student is urged, given opportunities, and in some instances required, to build her foreign language capacity in the field. How?

1. The student may take a directed reading course within Political Science and International Relations which will use foreign language materials exclusively, and require some writing in the language.

2. The student may elect a regular course (e.g., International Law or International Organization) and use primary and secondary reading sources in the foreign language (rather than English).

3. The student who elects any course in the complex of I.R. will have some assigned reading in the foreign language, will have

*See, Appendices II and III.

the option of answering a mid-term question in a foreign language, and must answer one question in a foreign language in a final examination.

4. The student may elect a course under P.S. or I.R. which will be sectioned once a week, each section being conducted in one foreign language.

5. The student may elect a course, given under the Language Department or Political Science, in the foreign language.

6. Special lecturers on a Political Science or International Relations subject are brought into a course. So far, we've done this only in French and we've yet to find a satisfactory way to deal with the problem of persons not conversant in the particular language.

7. Tapes are made by P.S. and I.R. from shortwave broadcasts on pertinent subjects. Students have access to these for aural training and subject matter use. Tapes may be borrowed too from the U.S.I.A. but this is not too satisfactory since you cannot determine pertinency in advance. Generally, U.S.I.A. tries to send tapes in the area of your interest but they're not set up to do this on a regular basis.

8. We are preparing word lists pertinent to the discipline in the foreign language for use by majors.

9. We are attempting to locate summer positions in Washington (for sophomore and junior students) with non-governmental organizations having interests in international relations and a need for persons with capacity in a foreign language.

Acquisition of Field Materials

Materials acquired range from the technical to polemic, from professional to general, and from primary to secondary source form.*

Technical-Professional Terms and Usage List

Over the past two years, it has become apparent that students do not acquire a sufficient level of language capacity in their fields (with respect to professional terminology or appropriate usage of terms under differing situations) through regular language course instruction or through use of an abundance of reading or record materials. There are, for example, technical terms on matters of trusteeship, diplomatic privileges and immunities, or atomic energy. The United Nations Terminology Unit will have one set of equivalents in three or perhaps four languages (English, French, Spanish, and Russian). Some of these, however, will conflict with term equivalents and usage by professionals writing in various journals in their native language. Others will conflict with term equivalents and usage developed in regional conferences or organizations, or in publications or transla-

*See, Appendix IV for acquisitions.

tion sections of particular foreign offices. A large number of terms are not found in dictionaries or glossaries. Others are in special publications having limited distribution. And the problem is intensified for languages other than the four cited. As an example, the Director was unable to obtain a draft Japanese version of the convention on Diplomatic Privileges and Immunities for five months following its signature, and has yet to obtain copies in Arabic, Hindi, and Chinese - the delay stemming from difficulties in translation rather than lack of cooperation on the part of representatives from states using these languages.

There is a need for a type of glossary and usage text in the fields of political science and international relations which ranges somewhere between the requirements for an interpreter and a general language training program, and an attempt is being made under this contract to determine what is reasonable and necessary and how it may be accomplished, as well as to make some pilot efforts along these lines. Some thought is being given as well to the possibility of selected course texts in French, Spanish, and Russian.

Cross-Index to Foreign Language Periodicals

A card-catalog system has been developed and maintained for all foreigh language periodicals acquired under contract and by regular library funds. It is proving to be of great value to both teaching staff and students for assignment and research purposes, and language training. Articles are recorded on colored cards by subject and by country (with a subject breakdown in each country). The colored cards are used to designate the particular foreign language. Citations follow a modified University of Chicago style. With the advantage of a greater observation period, we are more and more convinced that the index is a fundamental tool in this program. Without it, student interest in using the foreign language would be frustrated by the difficulty in locating particular items, and the academic values in possessing materials reflecting foreign interests and views both parallel and contrary to those of the United States would be thwarted.

Tape Acquisitions

Besides direct recording of short-wave broadcasts on pertinent subjects in the fields for use by students, some recordings are being made of language training programs in selected languages other than French, Spanish, German, and Russian (e.g., Chinese /Mandarin/, Hindi, and Arabic). Based upon past experience, a number of students are willing to make use of such materials in extra-curricular time and acquire both interest in the particular language and some competence in the area where the language is spoken. They are then prepared for intensive training in the language at the graduate level as well as in the fields. As examples, one former student under this program has continued graduate work, specializing in the Middle East. Her qualifying examination in Arabic will be taken early in 1962 and her doctoral research will require the use of source material in that language. Another student has pursued the same course in the Japanese language and area.

Other recordings are being made of items which tie in with national

character and nationalism such as folk songs in the language of the country which have both heritage and political overtones.

Special Employment of Foreign Language Newspapers

Issues of foreign language newspapers for the latest week are maintained on special paper racks in the periodical reading room of the College library. After that time, they are shelved in the reference room. However, due to lack of shelf space, back issues are limited to a period of four months. Older issues are disposed of in three ways. First, the major portions are placed on tables outside the Director's office and are available without charge to any student. Experience has shown that they are picked up, read, and circulated among students. Some are even sent by students to parents and friends. Second, a small number is placed in the waiting rooms of the President's and Admissions' Offices. These two methods of dispersal are designed to arouse, stimulate, and sustain interest in the use and substantive values of foreign language newspapers. Third, a selected number of older issues is to be distributed periodically to one high school in Baltimore County with a high percentage of potential college and university students. Language teachers there are using them in classroom instruction and, it is hoped, in ways which will produce an initially better qualified student at the higher education level. Only one such distribution has been made as yet. Nor have any conferences been held with the language instructors concerned. In the next distribution period, copies may be placed in the high school library, again in the hope that social science teachers will encourage students to use them as resource materials. One former student at Goucher, (International Relations major, Class of '61) serving as a social science teacher in this school, does make use of such items, and has demonstrated their use to other teachers and to representatives from the Board of Education. At the moment, however, no honest measurement of effect is possible, other than to note another example of the positive impact of the program upon a former student.

ADMINISTRATION OF PROJECT

Personnel involved, in project development, other than the Director, include student assistants to operate receiving and recording equipment, and to maintain the cross-index file system. All such students possess special facility in a foreign language(s) and have been trained in the special techniques required. Members of the Department of Modern Languages are called upon from time to time as consultants and experts for special services ranging from preparation of examination questions and oral and written language examination evaluation, to surveys of materials proposed for acquisition and programming foreign language use in political science-international relations classes. Special secretarial assistance is used to collect materials, coordinate data, and complete correspondence with embassies, organizations, and foreign offices. Chairmen of area study programs in a number of middle and far western academic institutions were consulted in the summer of 1961 to sharpen focus on the projects' methods and purposes based both upon notation of particular problems in

regard to field language training at those institutions and evaluation of this research project from the standpoint of their interests. Other persons consulted include language specialists within the Department of State and the United Nations as well as individuals in many of the embassies located in Washington and New York.

RESULTS

The research project appears to be making reasonable progress. Specific objectives within the project are being met as hoped. There are, however, a number of unanticipated and related problems. Technical terms and usage of words and phrases to reflect accurately and meaningfully in a multiplicity of languages present a special problem. The lack of strong foreign language capacity by instructors within political science and international relations and a similar lack of field knowledge by language instructors continue to offer difficulties. Recording via short wave has its frustrations which range from odd hours for recording, through propagation problems, to judgments as to value of particular broadcasts or stations for recording purposes.

On the other hand, some difficulties have disappeared. After two years, publishers, booksellers, and agents at home and abroad regularly furnish data on their latest materials, and the library staff has acquired considerable know-how in both expediting the receipt of foreign language materials from abroad and cataloging them with relative ease. Moreover, the Telecommunications Union and the offices of many foreign broadcasting stations send information as to frequencies and programs without constant solicitation.

It should be noted here, too, that there have been a sizable number of letter inquiries as to the nature of this project. Most of these have been satisfied with copies of past periodic reports. A few, however, required particular and extended replies - which have been worth the effort from the standpoint of assistance and from the opportunity they present to re-examine project endeavors.

OBJECTIVES FOR NEXT PERIOD

Objectives in our third period continue as outlined on pages 3-8 of the Report.

APPENDIX I.

FRENCH PLACEMENT TEST, 1961-62

ORAL PART

I. La France est une république. Elle est divisée, non pas en états, comme les Etats-Unis, mais en Départements. Cette division en departements date de la Révolution française. Pourtant, en réalité, les anciennes provinces existent toujours pour beaucoup de Français: la Bretagne, la Normandie, la Flandre, l'Alsace et la Lorraine, la Champagne, la Provence, la Gascogne, etc., sont mentionnées très souvent dans le langage courant et dans la littérature. Ces beaux noms evoquent de l'histoire, des légendes, et une grande variété de sites pittoresques. Les traditions, les tempéraments, les coutumes varient beaucoup d'une province à l'autre. Les types aussi; par exemple, l'habitant de la Champagne est grand et blond, en général, et il a les yeux bleus. Le Provençal -.habitant de la Provence - est jovial et loquace, et il a les yeux et les cheveux noirs. Mais malgré cette grande diversité, causée par les migrations et les invasions au cours de l'histoire, les Français sont unis par un esprit patriotique vraiment remarquable.

Questions: Répondez par oui ou par non aux phrases suivantes.

1. La France est une république.
2. La France est divisée en Etats comme les Etats-Unis.
3. Depuis la Révolution, elle est divisée en provinces.
4. Les anciennes provinces existent toujours dans l'esprit de beaucoup de Française.
5. La Bretagne, la Normandie, la Lorraine sont des noms de Départements.
6. Les traditions et les coutumes varient beaucoup d'une province à l'autre.
7. Les habitants de la Champagne sont en général grands et blonds.
8. Le Provencal es petit et silencieux.
9. Malgré leur grande variété, les Français sont unis par leurs migrations et leur esprit nomadique.

II. Un certain homme d'âge moyen veut se marier. Deux amoureuses le désirent pour mari, et il est indécis: laquelle choisir? Une de ces demoiselles est plus jeune que lui; l'autre, plus âgee. Il fes frequente toutes deux à tour de role pour comparer leurs charmes et leurs mérites. Notre homme a les cheveux gris. La plus jeune, tout en simulant l'indifférence, lui arrache un à un ses cheveux blancs pour le faire paraître aussi jeune qu'elle. De l'autre cote, pour le faire paraître aussi vieux qu'elle, la plus vieille lui arrache ses cheveux noirs. C'est ainsi qu'un jour notre pauvre homme se trouve complètement chauve. Il comprend enfin les grands dangers auxquels il s'expose s'il se marie. Merci, dit l'homme a la tête chauve, pas de mariage pour moi! Les femmes essaient tour jours d'imposer leurs caprices a leur mari. Moi je préfère ma liberté. Bien obligé, charmantes demoiselles de la leçon.

APPENDIX I
(continued)

Questions: Répondez par oui ou par non aux phrases suivantes.

1. Ceci est l'histoire d'un homme marié.
2. L'homme a choisi immédiatement entre les deux amoureuses.
3. L'homme est jeune et a les yeux noirs.
4. La plus jeune des deux femmes voudrait qu'il soit plus vieux.
5. La plus âgee des deux femmes lui arrache les cheveux noirs.
6. A la fin de l'histoire l'homme a les cheveux complètement gris.
7. Finalement il décide de ne pas se marier.

III. Il prit une bûche longue et ronde, non la plus légère, mais la plus lourde qu'il pût trouver. Il la présenta au public en disant: "Regardez, bonnes gens, elle est plus dure qu'une barre de fer, et pourtant, moi qui vous parle, je vais la casser en deux sur ma cuisse ainsi qu'une allumette." A ces mots, les hommes et les femmes se dressèrent comme dans une église. Ils admiraient déjà l'homme fort, immobiles et muets. On entendait derrière eux ronfler un enfant couché.

Quand il les sentit bien à lui, attentifs à ce qui allait suivre, l'homme fort se campa sur ses jambes, plia le genou et leva la bûche avec lenteur. Un moment, il la tint suspendue au bout de ses bras raidis, puis il l'abattit avec un bruit effroyable et d'un seul coup, il se cassa la jambe.

Questions: Répondez par oui ou par non aux phrases suivantes.

1. Les verbes dans ce texte sont surtout au Passé Composé.
2. L'histoire se passe dans une église.
3. L'Homme veut montrer aux autres gens qu'il est très fort.
4. Malheureusement pour lui les hommes et les femmes ne le regardent pas.
5. Pour attirer leur attention l'homme a decidé de casser un morceau de fer dans ses mains.
6. Les gens sont très attentifs à ce que l'homme va faire.
7. L'homme a cassé la jambe à un enfant.

IV. Il y avait a Monmartre un pauvre homme appelé Martin qui n'existait qu'un jour sur deux. Pendant vingt-quatre heures, de minuit à minuit, il vivait comme nous le faisons tous et pendant les vingt-quatre heures suivantes, son âme et son corps retournaient au néant. Il en etait bien ennuyé et pour plusieurs raisons. Comme il ne gardait aucun souvenir des temps morts et que les jours pleins se soudaient dans sa mémoire aux jours pleins, la vie lui paraissait courte à ce point qu'il s'ingéniait à la rendre morne. Surtout, il avait honte d'une anomalie qui l'eût fait regarder de travers si elle était venue à la connaissance des voisins. N'exister qu'un jour sur deux est une chose qui révolte le bon sens. Martin lui-même en était choqué et croyait dangereux de mettre le monde en demeure d'accepter une réalité aussi absurde. C'est pourquoi il faisait de son mieux pour que le secret de sa

APPENDIX I
(continued)

vie intermittente ne transpirât pas et, pendant dix années qui lui parurent comme conq, il y réussit parfaitement.

Questions: Répondez par oui ou par non aux phrases suivantes.

1. Martin n'avait pas assez d'argent pour vivre.
2. Il n'était pas content de son sort et se plaignait 24 heures sur 24.
3. Quelque chose d'étrange distingue cet homme des autres hommes.
4. Cet homme voudrait que sa vie soit plus mouvementée.
5. Ses voisins ne connaissaient pas son secret.
6. Martin était choqué de l'indifference de ses amis.
7. Parce qu'il ne vivait qu'un jour sur deux, dix ans de sa vie lui paraissaient comme cinq.

GOUCHER COLLEGE

COMPREHENSIVE INTERNATIONAL RELATIONS MAJOR EXAMINATION

6 June 1961

1. Define - explain (10 out of 12) in not more than 4 lines each (20 min.)

   a. Theory of surplus value.
   b. thalweg
   c. multi-column tariff
   d. Irredentism
   e. compromis d'arbitrage
   f. Malthusian theory of population
   g. Kellogg-Briand Pact
   h. neutralized state
   i. cartel
   j. "open door" policy
   k. Balfour Declaration
   l. clearing agreement
   m. Gentlemen's Agreement of 1908
   n. Lodge corollary to Monroe Doctrine
   o. Treaty of Washington (1871)

2. Distinguish (5 out of 6) in not more than 12 lines each (20 min.)

   a. protected state and protectorate
   b. sterling bloc and sterling area
   c. autarky and autarchy
   d. Constitutional Council and Supreme Court
   e. executory treaty and executed treaty
   f. rebus sic stantibus and pacta sunt servanda

3. Place in the space provided on the left, the number of the most appropriate item from the right column (10 min.).

___ Hoover-Stimson doctrine	1. Monroe Doctrine
___ U.S. determines nationality of corporation	2. Geneva Convention
___ Pact of Paris, 1928	3. LPC clause
___ Latin American doctrine accepted by U.S.	4. Regional guarantee against aggression
___ Admission of aliens determined in part by	5. United Kingdom
___ Obligations carried over under state succession	6. Implied condition in treaties
___ Uti possidetis	7. Domicile of organization
___ Extradition by U.S.	8. Illegal weapon of war
___ Francis Lieber	9. Excuse for war crimes
___ Locarno Pacts	10. Vested interest obligations
___ Ceylon pearl fisheries	11. Settlement by arbitration
___ Dum-dum bullets	12. Code of land warfare
___ Treatment of prisoners of war	13. Loss of title to territory by abandonment
	14. Non-recognition of territorial change by treaty violation

(CONTINUED NEXT PAGE)

___	Alabama Claim	15.	Letter of credence
___	Sanctions	16.	Seizure of neutral vessels
___	Rebus sic stantibus	17.	Reciprocity and treaties
___	Angary	18.	Doctrine applied to blockades
___	Respondeat superior	19.	Collective law enforcement
___	Continuous voyage	20.	Renunciation of war
___	I'm Alone Case	21.	Congress of Vienna
		22.	Prescriptive ownership
		23.	Hot Pursuit
		24.	Possession of property by belligerent at end of war
		25.	Drago Doctrine

4. Geographical section. Place in the space provided on the left, the number of the most appropriate item from the right column. (10 min.)

___	Martinique	1.	Nicaragua
___	Curacao	2.	Chile
___	Sao Paulo	3.	Bolivia
___	Arica	4.	Netherlands
___	Montevideo	5.	Venezuela
___	Tacna	6.	Brazil
___	Colon	7.	Brazil
___	Mosquito Coast	8.	Uruguay
___	Matto Grosso	9.	Ecuador
___	Patagonia	10.	Peru
___	La Paz	11.	Haiti
___	Port au Prince	12.	Britain
___	Barbados	13.	France
___	Caracas	14.	Argentina
___	Guayaquil	15.	Panama

5. Place the number of the matching word or phrase in the appropriate blank. (10 min.)

___	OEEC	1.	Ethiopia
___	Mustapha Kemal	2.	Forbade loans to defaulting governments.
___	Walwal 'incident'	3.	German Chancellor
___	capitulations	4.	No subpoena of Consul
___	Johnson Act (1934)	5.	Invasion of England
___	Kamikaze	6.	condominium
___	Kasenkina	7.	Turkish revolutionary
___	Vidkun Quisling	8.	Adviser to Acheson
___	Strasbourg	9.	Mission to Moscow
___	Adenauer	10.	extraterritorial rights
___	J. F. Dulles	11.	Council of Europe
___	Sudan	12.	European counterpart of ECA
___	Joseph E. Davies	13.	Berlin control
___	Allied Kommandatura	14.	Danube Administration
___	Operation 'Sea-Lion'	15.	Syria
		16.	Divine Wind
		17.	Norway

6. Paragraph Completion. The following paragraph contains omissions as indicated by this symbol: ---1---. The number refers to the number of that omission in the body of the paragraph. Place the word or phrase omitted in the correspondingly numbered space below the paragraph. Use one word where possible. (10 min.)

The foundation stone of the U.N. might be considered as the ---1--- Charter. Later came the Declaration of the U.N., followed by the Declaration of ---2--- of October 30, 1943. The U.S. Congress, meanwhile, expressed its approval of a U.N. by resolutions. Then the U.S.'s ---3--- drew up plans and exchanged them with other governments prior to the preliminary discussions held in 1944 at the ---4--- Conference, where certain suggestions were considered. These proposals were incorporated into a Charter at ---5--- in April of 194 ---6---. The Charter considered that all ---7--- states were eligible for membership, original members being those either present and signatory to the agreements of this conference, or those having signed the ---8---. In theory, responsibility for maintaining peace and security within the U.N., rested squarely with the ---9---, a body composed of ---10--- members. The "veto power" was not to apply to matters of a ---11--- nature, but could be used in all other matters. The principal deliberative body of the organization is the ---12---, while social matters fall under the ---13---, and permanent organizational matters under the ---14---. The supreme interpretive body of international law is the ---15---, which, like its predecessor, sits at ---16---.

1. _____ 9. _____
2. _____ 10. _____
3. _____ 11. _____
4. _____ 12. _____
5. _____ 13. _____
6. _____ 14. _____
7. _____ 15. _____
8. _____ 16. _____

7. Then & Now. Fill in the blanks to complete the following "then and now" sequences. (5 min.)

a. After each World War, the peacemakers have been confronted with the problem of the disposition of a different, and vital Adriatic port. Name the ports.

Then _____
Now _____

b. Much of the credit for the drafting of the League Covenant can be given to a single man; although the U.N. Charter stems from many sources, if any one man could be singled out for credit for the Charter, it would probably be the former head of the State Department's Office of Special Political Affairs. Name the man.

Then _____
Now _____

c. In each World War, there has been a different nation, which by aligning itself with the forces which were ultimately defeated, might be said to have "bet on the wrong horse." In the cases here contemplated, each reversed its stand in World War II from its former one in World War I. Name the nations.

Then_____
Now _____

8. Fill-in. Fill in the blanks with the appropriate word or phrase. (15 min.)

a. The five stages in treaty making are:

1)_____ 4)_____
2)_____ 5)_____
3)_____

b. In order of rank, the classification of diplomatic agents adopted at Vienna (1815) and Aix la Chapelle (1818) is as follows:

1)_____ 4)_____
2)_____
3)_____

c. Forcible procedures short of war include the following:

1)_____ 4)_____
2)_____ 5)_____
3)_____

d. The following procedures are available for pacific settlement of disputes:

1)_____ 4)_____
2)_____ 5)_____
3)_____ 6)_____

e. Acquisition of title to territory may be acquired by:

1)_____ 4)_____
2)_____ 5)_____
3)_____

9. Language Section. (30 min.)

Directions: You are to work in one language only. Having selected the language (French, German, or Spanish), you are to complete the three sub-sections. The first sub-section consists of multiple choice questions with only one correct answer per question. Mark the correct phrase with a plus (+) in the appropriate blank. The second sub-section consists of multiple choice questions where the correct answers may range from zero to all. Mark with a plus (+) if the phrase is correct and with a minus (-) if it is incorrect. Blanks are counted wrong.

The third sub-section is a fill-in. You may use the English word or phrase in the appropriate blank.

FRENCH

Sub-section I.

A. La loi fondamentale pour l'internationalisation des fleuves a été élaborée:

_____a. au Congrès du Danube
_____b. à la Conférence de Lausanne
_____c. " " " " Barcelone
_____d. " " " " de la Haye

B. Dans le cas d'un cours d'eau frontalier (fleuve qui délimite uns frontière), le déplacement du lit du cours d'eau dû aux alluvions et à l'érosion a pour effet de:

_____a. changer la frontière
_____b. conserver la frontière où elle est
_____c. exiger une servitude avant depermettre l'utilisation des terres ainsi acquises.

C. Un membre du corps diplomatiques peut être arrêter et poursuivi en justice quand:

_____a. il est persona non grata
_____b. sapatrie a levé l'immunité
_____c. il voyage à travers un troisième pays
_____d. les relations diplomatiques ont été rompues entre sapatrie et l'état auprès duquel il est accrédité.

D. La Cours de la Haye diffère de la Cours Internationale par son organisation et sa jurisdiction:

_____a. dans la sélection de ses juges.
_____b. par sa façon de procéder dans une dispute.
_____c. par le fait que le tribunal n'a qu'une validité temporaire.
_____d. par son pouvoir d'arriver à des décisions selon les opportunités.

E. Quand une île se forme dans la zone des eaux territoriales d'un état:

_____a. il faut qu'elle soit occupée pour qu'on puisse la considérer comme faisant partie du territoire.
_____b. elle n'a aucun effet sur la zone maritime.
_____c. elle étend la zone maritime à une distance au delà des extrémités de la zone originelle égale à celle entre l'île et la côte.

Sub-section II.

A. Le Congrès de Yalta (1954) a décreté:

_____a. qu'on réunisse en congrès à San Francisco dans le but de rédiger le Charter de 1'ONU.
_____b. qu'on établisse un gouvernement provisoire polonais composé de chefs polonais démocratiques et Polonais à 1 'étranger.
_____c. que les Alliés soient invités a occuper des zones distinctes en Allemagnes et que la France soit invitée à participer en dirigeant une quatrième zone.
_____d. que les Etats-Unis et 1'Angleterre aient un corridor permanent à Berlin à travers la zone soviétique

B. Le Congrès de Potsdam (1945):

_____a. a déterminé la formule de vote du concile de sécurité dans 1'ONU dont la fondation avait déjà été prévue
_____b. a annoncé la formation du'un concile de ministres (des affaires étrangères) des cinq alliés
_____c. a précisé les niveaux industriels que 1'on permettrait en Allemagne.
_____d. a annonce pour la première fois que les criminels de guerre seraient pours uivis en justice.

C. Les problèmes intéreurs et régionaux du Moyen Orient suscitant des difficultés internationales sont:

_____a. la corruption de beaucoup d'officiers gouvernementaux
_____b. 1'instabilité politique
_____c. 1'Israel
_____d. la féodalité économique

D. Le Congrès de Belgrade (1948):

_____a. a permis au Statut du Danube de Continuer en vigueur.
_____b. a admis 1'Autriche comme membre du groupe des pays danubiens avec le droit de vote.
_____c. a exclus d'une nouvelle commission danubienne les ex-membres venus de 1'Europe occidentale.
_____d. a réaffirmé le principe de liberté d'accès au Danube à toutes nations.

E. L'ONU a été, au moins partiellement, fondée par suite à une série de conférences, y compris:

_____a. le Charte Atlantique
_____b. le Congrès du Caire
_____c. " " de Panama
_____d. " " " Dumbarton Oaks
_____e. " " " San Francisco

Sub-section III.

B est nommé l'ambassadeur à l'Angleterre par le président des Etats-Unis. Avant d'être confirmé par le Sénat, il faut présenter sa nomination à l'Angleterre pour en obtenir son approbation. Ceci s'appelle (1)_____. On lui présente (à B) un document du président adressé au chef de l'état étranger. Ceci s'appelle (2)_____. Il n'est officiellement ceconnu comme représentant américain qu'après avoir été (3)_____. Ceci s'accomplit d'ordinaire par (4)_____. Les fonctions générales de B sont (5)_____, (6)_____, and (7)_____.

GERMAN

Sub-section I.

A. Das Grundgesetz für die Internationalisierung der Flüsse ist entwickelt worden:

_____a. an der Donauer Konvention.
_____b. an der Lausanner Konferenz.
_____c. an der Barceloner Konferenz.
_____d. an der Haager Konferenz.

B. Wenn das Bette eines Grenzstromes sich wegen des Anwachsens oder Erosion allmählich verschiebt, ist die Wirkung dass:

_____a. die Grenze sich verändert.
_____b. die Grenze bleibt, wo sie war.
_____c. eine Dienstbarkeit (eine Servitude) verlangt wird, um das gewonnene Land benützen zu dürfen.

C. Ein Diplomat darf eines Verbrechens wegen verhaftet und angeklagt werden, falls:

_____a. er eine persona non grata ist.
_____b. sein Heimatstaat auf die Immunität verzichtet hat.
_____c. er durch einen dritten Staat reist.
_____d. die diplomatischen Beziehungen zwischen seinem Heimatstaat und dem Staat, bei dem er akkreditiert ist, aufgehoben worden sind.

D. Der Haager Gerichtshof unterscheidet sich in der Organisation und in der Jurisdiktion (Rechtsprechung) vom Weltgerichtshof:

_____a. in der Wahl der Richter.
_____b. in der Behandlung allerlei Dispute.
_____c. indem die Tribune nur einen provisorischen Status hat.
_____d. indem ein Urteil nach der Zweckmässigkeit (Expedienz) gefällt werden kann.

E. Wenn Inseln sich innerhalf der Territorialgewässer eines Staates bilden:

_____a. müssen sie besetzt werden, um als Hoheitsgebiet angesehen zu werden.
_____b. haben keine Wirkung auf das Hoheitsgebiet.
_____c. verlängern sie das Hoheitsgebiet jenseits der Inseln so weit wie die Entfernung zwischen den Inseln und dem Staat.

Sub-section II.

A. Das Yalta abkommen (1945) bestimmte, dass:

_____a. eine Konferenz in San Franzisko zusammengerufen werden sollte, um eine Verfassung (Charter) für die Vereinten Nationen vorzubereiten.
_____b. eine aus demokratischen Führern von Polen und aus Auslandspolen bestehende Polnische Provisorische Regierung geformt werden sollte.
_____c. die allierten Mächte einzelne Zonen in Deutschland besetzen sollten und dass Frankreich eingeladen werden sollte, eine vierte Zone zu ubernehmen.
_____d. die Vereinigten Staaten und Grossbritanien einen dauernden Zugang durch die Sovietzone Deutschlands nach Berlin haben sollten.

B. Das Potsdamer Abkommen (1945):

_____a. stellte die Stimmweise (den Stimmodus) für den Sicherheitsrat der vorgeschlagenen Vereinten Nationen fest.
_____b. kündigte die Formation eines Aussenministerrats der 5 Allierten an.
_____c. stellte die industriellen Niveaus fest, die den Deutschen gestatet werden sollten.
_____d. kündigte zum ersten mal an, dass Kriegsverbrecher zur Gerechtigkeit überführt werden sollten.

C. Die Probleme des Mittelostens, die nicht nur diese Länder und diese Gebiete sondern auch das Ausland interessieren, sind:

_____a. die Bestechung vieler Staatsbeamten
_____b. die politiscne Unbeständigkeit.
_____c. Israel.
_____d. der wirtschaftliche Feudalismus.

D. Das Belgrader Abkommen (1948):

_____a. stimmte überein, dass das Donauer Statut von 1922 in Kraft beliben sollte.
_____b. liess Österreich als stimmberechtigtes Donauland ein.
_____c. schloss die ehemaligen westeuropäischen Mitglieder von der neuen Donaukommission aus.
_____d. bestätigte für alle Staaten die freie Fahrt auf der Donau.

E. Die vereinten Nationen wurden zum Teil auf eine Reihe Konferenzen aufgebaut, die folgende einschliessen:

_____a. Atlantischer Charter.
_____b. Kairoer Konferenz.
_____c. Panamaer Konferenz.
_____d. Dumbarton Oaks.
_____e. San Franziskoer Konferenz.

Sub-section III.

B wird vom Präsidenten der Vereinigten Staaten zum Botschafter an Grossbritanien ernannt. Vor seiner Bestätigung durch den Senat muss sein Name der britischen Regierung vorgeschlagen werden, um festzustellen, dass er akzeptierbar ist. Diese Bewilligung heisst (1)_____. B bekommt von dem Präsidenten ein an den fremden Staatsoberhaupt adressiertes Dokument, das als (2)_____ bekannt ist. Er wird also amerikanischer Vertreter amtlich anerkannt erst als er (3)_____geworden ist. Dies wird meistens von (4)_____ ausgeführt. Die allgemeinen Pflichten von B sind (5)_____ _____, (6)_____, und (7)_____.

SPANISH

Sub-section I.

A. La ley básica para la internacionalización de los m'os surgió en:

_____a. la Convención del Danubia
_____b. la Conferencia de Lausanne
_____c. la Conferencia de Barcelona
_____d. la Conferencia de "ague.

B. En el caso de un limite fluvial el cambio gradual de la corriente debido a la erosión o al acrecentamiento tiene el efecto:

_____a. de cambiar los limites
_____b. conservar los limites donde estaban.
_____c. requiere provision de una servidumbre para usar tierra acquirida.

C. Un representante diplomatico puede ser detenido y procesado por un crimen cuando:

_____a. es una persona non grata.
_____b. su país ha renunciado la inmunidad.
_____c. está viajando por un tercer estado.
_____d. las relaciones diplomáticas entre su país y el país en que está acreoitado han sido suspendidas.

D. La Corte de Hague difiere enorganización y jurisdicción de la Corte Mundial:

_____a. en la selección de los jueces.
_____b. en la forma en que trata cualquier tipo de disputa.
_____c. el tribunal tiene una condición temporal.
_____d. en hacer decisiones de acuerdo con la conveniencia.

E. Cuando islas son desarrolladas dentro de la zona maritima de un estado ellas:

_____a. deben ser ocupadas para ser consideradas territorios.
_____b. notienen efecto en lazona maritima.
_____c. extienden lazona maritima a una distancia igual más allá de las islas.

Sub-section II.

A. La Conferencia de Yalta (1945) acordó que:

_____a. debiera convocarse una conferencia en San Francisco para preparar los Estatutos de las Naciones Unidas.
_____b. debiera formarse un gobierno polaco provisional con lideres democráticos de Polonia y con polacos en el extranjero.
_____c. las Fuerzas Aliadas debieran ocupar zonas separadas en Alemania y que Francia debiera ser invitada a ocupar una cuarta zona.
_____d. los Estados Unidos e Inglaterra tendrían un derecho permanente de entrar en Berlin por la zona soviética de Alemania.

B. La Conferencia de Postdam (1945).

_____a. determinó la fórmula para votar en el Consejo de Seguridad de la propuesta Naciones Unidas.
_____b. anunció la formación de un Concilio de Ministros Extranjeros de los cinco aliados.
_____c. indicó los niveles industriales que se permitirían a Alemania.
_____d. anunció por primera vez que los criminales de guerra serian juzgados.

C. Los problemas regionales e internos del Mediano Oriente (Oriente Medio) que tienen resonancia e implicación internacional son:

_____a. corruption de muchos oficiales gubernamentales.
_____b. instabilidad politica.
_____c. Israel.
_____d. feudalismo económico.

D. La Conferencia de Belgrado (1948):

_____a. acordó que el Estatuto del Danubia de 1922 continuaria en efecto.

_____b. admitió a Austria, como un país danubiano, a ser miembro votante.
_____c. excluyó a miembros anteriores de la Europa occidental de una nueva Comisión del Danubio.
_____d. reafirmó el principio de libertad en el Danubio para todas las naciones.

E. Las Naciones Unidas fué parcialmente erigida en una serie de conferencias que incluyeron:

_____a. La Carta del Atlantico.
_____b. La Conferencia del Cairo.
_____c. La Conferencia de Panama
_____d. La Conferencia de Dumbarton Oaks.
_____e. Las Conferencias de San Francisco.

Sub-section III.

B es seleccionado por el Presidente de los Estados Unidos como Embajador en Inglaterra. Antes de ser confirmado por el Senado, es necesario presentar su nombre a Inglaterra para obtener su acceptación, la que se conoce por el nombre de (1)_____ _____. A B se le da un documento por el Presidente para el jefe del gobierno extranjero, dicho documento se conoce por el nombre de (2)_____. El no es oficialmente reconocido como el representante americano hasta que él es (3)_____. Esto generalmente se hace por un (4)_____. Las obligaciones generales de Bison (5)_____, (6)_____, y (7)_____.

10. Many countries have used inflationary policies as a method to achieve economic growth. Others have indicated that economic growth depends on international monetary stability. Discuss. (35 minutes)

11. Based upon available data what is considered to be an appropriate curriculum for an undergraduate major in international relations (affairs) and why? (15 min.).

APPENDIX III.

GOUCHER COLLEGE

COMPREHENSIVE INTERNATIONAL RELATIONS MAJOR EXAMINATION

June 7, 1961

Answer at least one question in each Section
(36 minutes per section)

I.

a. In view of the history of the U.N. over the past 15 years with American participation what can you now say about and add to the arguments pro and con which raged in the United States during the 'twenties over American failure to join the League of Nations?

b. It has been argued that American policy in Europe and the Middle East since 1945 has as its goals many of the objectives of British policy in these same areas during the 19th century. What are the major parallels between the policy of these two powers in Europe and the Middle East, one in the 19th century, the other 1945-60?

c. Domestic considerations sometimes play a very important role in foreign policy formulation and in the interpretation of national interests. Discuss some of the major examples of the operation of these considerations in the U.S. in the past, pointing out the nature of these considerations and how they exerted their influence.

d. Answer the question (as written in 1), 2), or 3) below) in French, German, or Spanish.

1) Skizzieren Sie die Entwicklung der Monroe Doktrin von ihrer Proklamation bis zu ihrem gegenwärtigen Zustand! Betonen Sie die ursprünglichen Propositionen und die nachfolgenden Zusätze!

2) Indiquez le développement de la Doctrine Monroe depuis son énoncé jusqu'à la position actuelle. Insistez sur les propositions originelles et les corollaires qui s'en sont suivis.

3) Haga un bosquejo de la Doctrina de Monroe desde su enunciación hasta su posición presente, haciendo énfasis en las proposiciones originales y en los corolarios que la siguieron.

II.

a. Answer the question (as written in 1), 2), or 3) below) in French, German, or Spanish.

1) Warum sind die Länder, die Rohstoffe herstellen, den Schwankungen des Weltmarktes besonders ausgesetzt? Ist es wahrscheinlich, dass ihre Industriellisierung die Konkurrenz im Welthandel intensivieren wird?

2) Pourquoi les pays producteurs de matières premières sont-ils particulièrement vulnérables aux fluctuations du marché mondial? Leur industrialisation est-elle en mesure d'augmenter la concurrence dans le commerce international?

3) ¿ Por qué los países productores de materias primas son particularmente vulnerables a las fluctuaciones del mercado mundial? ¿ Cree Ud. que su industrialización probablemente intensifique la competencia en el comercio internacional?

b. It has been found that loans to some countries by investors of the United States, resulted in considerably increased exports from the United States to the debtor countries. In other cases no such result could be noticed. What are the reasons for this difference of results? Can you find a general principle according to which the results of foreign loans in the respect mentioned can be predicted?

c. Describe the functioning of the monetary mechanisms of the International Monetary Fund. Have world trade problems been eased by these financial procedures?

d. What are the principal impediments to the industrialization of underdeveloped areas today? Why is capital export relatively scarce and unpopular? What are governmental agencies doing to assist in foreign investment?

III.

a. Answer the question (as written in 1), 2), or 3) below) in French, German, or Spanish.

1) Montrez la différence qui existe dans la théorie et dans la pratique du suffrage universel et de la représentation populaire au niveau national aux Etats-Unis, en Angleterre, et en France.

2) Stellen Sie die Theorie und die Praktik der Wahl und der Vertretung in den Vereinigten Staaten denen in Grossbritannien und Frankreich an der Bundesebene gegenüber!

3) Compare la teoría y la práctica de la elección y la representación-en el plano nacional - de los Estados Unidos con las de Inglaterra y Francia.

b. According to one writer, "Independence, equality, and unanimity are synonyms of sovereignty, yet - sovereignty is not: freedom from legal restraint; freedom from regulation by international law of all those matters traditionally left to the discretion of individual states; equality of rights and obligations under international law; or actual independence in political, military, economic, or technological matters." Defend and/or demolish this statement in whole or in part. Avoid platitudes and sweeping, unsupported generalities.

c. "Propaganda consists of the planned use of any form of public or

mass-produced communication designed to affect the minds and emotions of a given group for a specific public purpose, whether military, economic, or political." Can you reconcile this statement with principles of a democratic tradition and political relativism? Defend your position.

d. List the political implications and principles that appear to characterize classical capitalism. What distinctions may be made between the classical position and capitalism in the United States today?

IV.

a. Answer the question (as written in 1), 2), or 3) below) in French, German, or Spanish.

1) A l'heure actuelle, la République Populaire Chinoise n'est pas représentée directement à l'ONU. Quelles sont les questions suscitées par cette situation? Et quels sont les arguments pour et contre la représentation de la Chine Communiste?

2) Gegenwärtig hat die Chinesische Volksrepublik keine direkte Vetretung in den Vereinten Nationen. Welche Fragen werden durch diesen Zustand aufgeworfen? Und welche sind die Argumente für und gegen die Vertretung der chinesischen Kommunisten?

3) Actualmente la República China Popular no tiene una representación directa en las Naciones Unidas. ¿Cuáles son los problemas derivados de esta situación? ¿Cuáles son los argumentos en pro y en contra de la representación comunista china?

b. In what ways have population trends affected international relations within the last generation?

c. "The statesman who conducts foreign policy can concern himself with values of justice, fairness, and tolerance only to the extent that they contribute to or do not interfere with the power objective. They can be used instrumentally as moral justification for the power quest, but they must be discarded the moment their application brings weakness. The search for power is not made for the achievement of moral values; moral values are used to facilitate the attainment of power." Discuss the validity of this proposition. Use specific examples.

d. "World government is a mirage. Far from being a government of limited powers, it would be a vast bureaucracy, highly centralized and controlled by men who had no choice, and in all likelihood no inclination, but to be despots. And now that the West has, to a great extent, redressed the balance of power by rearmament, there exists the possibility of a <u>modus vivendi</u>. Such an agreement, brought about by top-level conferences, would commit each side only to respect the vital interests, the security interests, of the other side - and to nothing more." Do you agree or disagree? Defend your position.

V.

a. Answer the question (as written in 1), 2), or 3) below) in French, German, or Spanish.

1) Ecrivez un essai sur les traités. Ne manquez pas de mentionner dans votre exposé les règles générales qui s'appliquent aux questions suivantes:

a. nature, forme, validité
b. quand entrent-ils en vigueur
c. conséquences légales
d. les traités et la loi municipale
e. suspension et déchéance

2) Schreiben Sie einen Aufsatz über die Verträge. Schliessen Sie in Ihrer Auseinandersetzung die allgemeinen Regeln ein, die die folgenden Punkte betreffen:

a. Natur, Form, Gültigkeit
b. die Zeit ihres Inkrafttretens (Wann treten sie in Kraft?)
c. gesetzliche Wirkung.
d. Verträge und Landesgesetze.
e. Beendigung und Aufhebung.

3) Escriba un ensayo sobre los tratados. Incluya en su discusión las reglas generales en relación con los siguientes aspectos:

a. naturaleza, forma y validez
b. cuando empieza a regir
c. efecto legal
d. tratados y ley municipal
e. terminación y suspensión

b. The Jay Treaty of 1794 between the United States and Great Britain provided in Article 3 that "it shall at all times be free to His Majesty's subjects...freely to pass and repass by land" into the United States. In 1927 a British subject residing in Canada sought to enter the United States without an immigration visa which was required by the Immigration Act of 1924. In a habeas corpus proceeding a federal court considered the argument that the Jay Treaty was still in force and that the Immigration Act should be so interpreted as not to conflict with the treaty right of the British subject to enter the United States. The United States Government argued that the treaty provision relied on was abrogated by the War of 1812. Discuss this argument and state whether you think it is sound and why.

c. A British revenue cutter seizes a Dutch ship ten miles off the coast of England. It is proved that the Dutch ship was carrying opium and was hovering off the coast with the intention of landing the opium at night with the aid of a small motor boat which was expected to come out from shore to receive it. The Dutch Government objects that Great Britain had no right to seize a Dutch ship on the high seas. The case is referred to the International

Court of Justice for decision. Write a brief outline of the decision which you think the Court would make.

d. Tamara Swann was killed in the crash of the aircraft Yankee Clipper in Lisbon, Portugal in 1957. The insurance company paid her father $10,000 compensation for her death. The insurance company sues Pan American Airways to recover the amount paid to Mr. Swann. An international treaty known as the Warsaw Convention had been duly ratified by the United States. That Convention provided that in such cases the liability of the carrier was limited to $8,000. Pan American Airways asserts that under the treaty its liability is subject to that limitation. The insurance company makes the following arguments:

1. The Warsaw Convention is unconstitutional because it regulates commerce and under the Constitution the power to regulate commerce is given to Congress, not to the treaty-making power of President and Senate;

2. The Warsaw Convention is in any case inoperative because Congress never passed any legislation to carry out the treaty and a treaty is not self-executing;

3. The Warsaw Convention is invalid because its application would deprive the insurance company of its money without due process of law.

Do you think these arguments are sound? Give your reasons.

APPENDIX IV

FIELD MATERIALS ACQUIRED UNDER CONTRACT WITH

OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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